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Cette mise à jour présente sept nouvelles expérimentations pédagogiques ou productions de matériel didactique élaborées dans des classes multiprogrammes des commissions scolaires de la Côte-Nord, dont quatre au secteur francophone et trois au secteur anglophone.

Type de document:

Québec

Mise à jour 1988-1989 du Répertoire d'expériences pédagogiques vécues et de matériel didactique élaboré par les commissions scolaires du Québec.

Côte-Nord

région 09

021900
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94-70363

Mise à jour 1988-1989 du Répertoire d'expériences pédagogiques vécues et de matériel didactique élaboré par les commissions scolaires du Québec.

Classes multiprogrammes

Préscolaire, primaire et secondaire

DIRECTION
DES COMMUNICATIONS

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021900
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DIRECTION
DES COMMUNICATIONS

PRÉSENTATION

Lors du Colloque sur les petites écoles tenu à Tadoussac en octobre 1987, la Direction régionale de la Côte-Nord s'engageait à mettre à jour annuellement, le **Répertoire d'expériences pédagogiques vécues et de matériel didactique élaboré par les commissions scolaires du Québec pour les classes multiprogrammes.**

L'opération de mise-à-jour entreprise au printemps 1988 nous a permis de recueillir huit nouveaux programmes qui viennent s'ajouter à ceux déjà recueillis à l'automne 1987.

La publication de cette mise-à-jour du **Répertoire** a été rendue possible grâce à la collaboration d'intervenants des commissions scolaires oeuvrant dans les classes multiprogrammes et désireux d'assurer un enseignement de qualité à leurs élèves. Puisse ce document vous être utile dans la poursuite de ce même objectif.

Le ministère de l'Éducation
Direction régionale de la Côte-Nord

SECTEUR FRANCOPHONE

1) IDENTIFICATION

TITRE : Banque d'exercices pour le français écrit, 3e année.

SOURCE

- **Commission scolaire** : Asbesterie
- **Écoles** : Notre-Dame de l'Assomption
  Saint-Georges de Windsor
- **Personne(s) responsable(s)** : Colette Baillargeon
- **Téléphone(s)** : (819) 828-2565 (école)
- **Cycles concernés, degrés regroupés** : 1er cycle

2) OBJECTIFS

Élaborer une banque d'exercices complémentaires, supplémentaires ou de consolidation afin de répondre promptement et adéquatement aux besoins ponctuels exprimés suite à une situation d'écriture comme la découverte d'une règle, le développement d'automatismes...

3) OBJET DE L'EXPÉRIENCE OU DU MATÉRIEL PRODUIT

- Approche pédagogique [x]
- Organisation de la classe [x]
- Organisation des contenus de programmes : [x]

- Planification de l'enseignement [x]
- Planification de l'évaluation [ ]

4) DESCRIPTION

" Banque d'exercices pour le français écrit de 3e année "

Il arrive souvent qu'après une situation signifiante d'écriture, l'enseignante doive avoir recours à des exercices supplémentaires.

Le présent matériel consiste en un cahier dans lequel on trouve des exercices de français pour les élèves faibles, moyens ou forts et portant sur les objectifs du programme de 3e année tels la grammaire, la conjugaison, les homophones, l'ordre alphabétique, la recherche dans le dictionnaire... ainsi que des jeux avec la plupart des mots d'acquisition de l'échelle Dubois - Bayse et Préfontaine.

Ce cahier était en expérimentation, en 1987-1988, à la commission scolaire et les enseignantes qui l'ont utilisé le trouve très pratique. Il complète avantageusement le recueil "Le français au fil des saisons" de 3e année.

En 1988-1989 un cahier semblable pour la 2e année sera élaboré. Ce dernier complètera aussi le recueil "Le français au fil des saisons de 2e année".

1) IDENTIFICATION

TITRE : Le français au fil des saisons.

SOURCE

- **Commission scolaire** : Asbesterie
- **Écoles** : Notre-Dame de l'Assomption
  Saint-Georges de Windsor
- **Personne(s) responsable(s)** : Colette Baillargeon
- **Téléphone(s)** : (819) 828-2565 (école)
- **Cycles concernés, degrés regroupés** : 1er cycle
  2e - 3e année

2) OBJECTIFS

Concevoir des thèmes pouvant servir de mise en situation signifiante dans une classe multiprogramme afin de travailler simultanément avec les deux groupes.

Imaginer des situations de lecture et d'écriture différentes pour chacun des degrés.

3) OBJET DE L'EXPÉRIENCE OU DU MATÉRIEL PRODUIT

- Approche pédagogique [x]
- Organisation de la classe [x]
- Organisation des contenus de programmes : [x]
  - Programme(s) concerné(s)
  - Français : surtout lecture et écriture
    avec intégration des matières
- Planification de l'enseignement [x]
- Planification de l'évaluation [ ]

4) DESCRIPTION

Conception de deux recueils composés de textes et d'activités.

1) Le français au fil des années (2e année).

2) Le français au fil des années (3e année).

Ces deux recueils contiennent douze thèmes qu'il est possible d'exploiter au cours d'une année scolaire comme : la rentrée, les pommes, l'automne, l'Halloween, Noël...

Dans chacun des recueils et pour chacun des thèmes, une situation de lecture est présentée. Celle-ci suggère une ou des tâche(s) à accomplir en fonction de différents types de textes (textes à caractère expressif, incitatif, informatif, poétique ou ludique).

Pour chaque situation de lecture, plusieurs situations d'écriture sont proposées, mais toujours en rapport avec le thème. Plusieurs exercices de grammaire, de conjugaison ou autres sont suggérés afin de répondre aux besoins d'exercisation ou de consolidation qui pourraient se faire sentir suite à la situation d'écriture. Pour enrichir le vocabulaire ou les connaissances des élèves ou pour les divertir, des mots de vocabulaire ont été ajoutés avec des jeux sur ces mots tels : mots-mystères, entrecroisés, charades...

La responsable du présent matériel se propose, pour 1988-1989, d'intégrer les différents thèmes des sciences de la nature avec des situations de lecture et d'écriture pertinentes.

Elle se propose également d'élaborer un guide pédagogique afin de donner des pistes pour l'utilisation de ces deux recueils.

DIRECTION
DES COMMUNICATIONS

1) IDENTIFICATION

TITRE : Matériel didactique de français et de mathématique.

SOURCE

- **Commission scolaire** : de Tadoussac
- **Écoles** : Saint-Joseph
- **Personne(s) responsable(s)** : Lorraine S. Côté
  Jacques Girard, C.P.
- **Téléphone(s)** : (418) 235-4464
- **Cycles concernés, degrés regroupés** : 3e et 4e année

2) OBJECTIFS

1) Créer un environnement favorable à l'apprentissage.
2) Favoriser le travail personnel de l'écolier.
3) Le rendre capable de solutionner par lui-même des problèmes.
4) Impliquer l'élève dans l'élaboration et le vécu de son programme.
5) Susciter la créativité et l'intérêt à apprendre.

3) OBJET DE L'EXPÉRIENCE OU DU MATÉRIEL PRODUIT

- Approche pédagogique [x]
- Organisation de la classe [x]
- Organisation des contenus de programmes : [x]
  - Programme(s) concerné(s)
    - Français.
    - Mathématique.
- Planification de l'enseignement [x]
- Planification de l'évaluation [x]

4) DESCRIPTION

Conception et expérimentation en atelier de matériel didactique en français et en mathématique pour les élèves de 3e et de 4e année.

- LISTE DU MATÉRIEL

- Classification: (mots d'échelons sur carton).
- Classification: vocabulaire (bingo).
- Classification: vocabulaire (échelons) chronomètre.
- Classification: féminin/masculin (carton : "je suis le féminin de...").
- Classification: homophones (cartons et disquettes).
- Classification: singulier/pluriel (carton "je suis le pluriel de...").
- Classification: des verbes (tableau et disquette).
- Classification: calcul mental (+ - X -).
- Classification: numération (lire des nombres) (bingo).
- Classification: ordonner un ensemble de nombres (damier).
- Classification: additionner, soustraire, multiplier, diviser (bingo).
- Classification: géométrie :
  - manipuler des formes;
  - identifier des polygones;
  - translation;
  - lire une fraction (cartons);
  - lecture et écriture des fractions (cartons);
  - résolution de problèmes.

En 1987-1988, les responsables ont commencé à mettre ce matériel sur disquettes. Celui-ci peut avoir trois fonctions pédagogiques d'apprentissage :

1) Manipulation du matériel.
2) Apprentissage à partir de l'ordinateur.
3) Assimilation et contrôle du contenu.

1) IDENTIFICATION

TITRE : À la campagne, vivre comme en ville.

SOURCE

- **Commission scolaire** : Victoriaville
- **Écoles** : Centrale de Saint-Samuel
- **Personne(s) responsable(s)** : Jean-Claude Cloutier, directeur
  Jacques Demers, enseignant
- **Téléphone(s)** : (819) 353-2378
- **Cycles concernés, degrés regroupés** : 4e, 5e, 6e

2) OBJECTIFS

Faire en sorte que les programmes de français et de mathématique 4e, 5e et 6e soient enseignés séparément pour chacun des groupes concernés.

3) OBJET DE L'EXPÉRIENCE OU DU MATÉRIEL PRODUIT

- Approche pédagogique ☐
- Organisation de la classe [x]
- Organisation des contenus de programmes : ☐
  - Programme(s) concerné(s)
- Planification de l'enseignement ☐
- Planification de l'évaluation ☐

4) DESCRIPTION

- Trois classes (4e, 5e et 6e) avec deux titulaires et une personne-ressource.

  - Nombre d'élèves en 4e = 12; en 5e = 13; en 6e = 11.

- **Répartition de la tâche de chacun**

TITULAIRE A	TITULAIRE B	TITULAIRE C
Enseignement et évaluation des mathématiques de 4e et 6e (chaque niveau séparément). Enseignement des autres matières de 4e année : - catéchèse; - sciences de la nature; - sciences humaines; - arts plastiques; - formation personnelle et sociale.	Enseignement et évaluation du français de 4e, 5e et 6e (chaque niveau séparément). Enseignement des autres matières en classe à divisions multiples (5e et 6e année). 1 seul et même programme de catéchèse; 1 sciences humaines; 1 sciences de la nature; 1 arts plastiques; 1 formation personnelle et sociale.	Prend un groupe à la fois, soit celui qui n'est pas avec les titulaires A & B. - Aide les élèves dans les travaux et les exercices donnés par le titulaire A ou B. - Aide à l'occasion pour l'évaluation des élèves.

Les spécialistes (anglais, arts, éducation physique) enseignent selon les classes formées i.e. une classe avec les élèves de 4e année et une classe avec les élèves de 5e et 6e année et ce, selon le temps disponible.

SECTEUR ANGLOPHONE

1) IDENTIFICATION

TITLE : Grosse Isle High School, Magdalen Islands

- **School Board** : Regional School Board of Gaspesia
- **Contact Person** : Dr. James Angrave, Principal
- **Telephone** : (418) 985-2885
- **Cycle / Levels Involved** : Elementary Cycles 1 & 11
  Secondary Cycles 1 & 11

2) OBJECTIVES (of the material)

The reorganization of a small school with approximately 100 pupils from Pre-K to Secondary V in order :

1) To improve standards of achievement in all subjects.

2) To focus on the character formation of pupils, by (1) a redeployment of teacher personnel and (2) a reorganization of :

   a) Pupil grouping.
   b) The school curriculum.
   c) Activities.

3) FOCUS OF THE ACTIVITY, PROJECT OR MATERIAL

- Teaching Approach [x]
- Classroom Organisation [x]
- Content Organisation [x]
  - Program(s) involved
    - Elementary Cucles I & 11
    - Secondary Cycles 1 & 11
- Planning for Teaching / Learning [x]
- Planning for Evaluation [x]

RESTRUCTURING GROSSES ILE HIGH SCHOOL

- The school is now organized into five divisions :

1)	Prekindergarten Kindergarten	(4-year olds) (5-year olds)
2)	Junior Primary	(6-7 year olds)
3)	Senior Primary	(a four-year course)
4)	Junior High School	(a two-year course)
5)	Senior High School	(a three-year course)

PREKINDERGARTEN AND KINDERGARTEN

If numbers permit, Kindergarten is taught in the morning while these 5-year olds are alert. The emphasis is on language development : listening and readiness for reading (learning to encode and decode symbols). This is essential in a remote rural area, where the effect of isolation often is severe language deprivation.

Prekindergarten of 4-year olds is primarily intended to develop auditory acuity, to enrich vocabulary and language usage and to improve social development through play activities. If the group can be divided into 4- and 5- year olds, Prekindergarten is held in the afternoon.

JUNIOR PRIMARY

Our objective in this division is to develop the tools necessary for reading and language skills as rapidly as possible. We use the **Whole Language Approach**. Pupils are divided into readers and non-readers. A second teacher works in another room with the readers while the regular teacher works with the non-readers. Reading texts have been replaced with children's literature. Social studies and religious and moral instruction complement their literature, so that language and reading skills develop naturally, not out of a piecemeal, disjointed series of " workbook " skills.

Mathematics is taught by the regular teacher (a multi-level class), and French is taught by a specialist for 30 minutes daily. Pupils with identified learning difficulties are given remedial work individually or in small groups with a teacher's aide in another room. The aide is given assignments by the regular teacher and the consultants from the Regional Board.

In summary, apart from grouping by reading ability (and obviously, for mathematics), there is no further thought given to " grades ". There are three subjects : reading and language development, French and mathematics. Art, sports and computer complete the programme.

SENIOR PRIMARY

This is a four-year course, once again founded on the primacy of language development. The **Whole Language Approach** to English once again subsumes social studies, history, geography, science and moral and religious studies - using these as "food for thought". The course of study includes, therefore, only three " subjects " : English, French and mathematics. French and mathematics are sequential subjects ; both are taught in the usual graded sequence, sometimes in a multi-level class, depending upon class size.

For English, the heart of the programme, the pupils are placed in either the **Regular** course, regardless of their age, or in the **Enriched** course. Placements are made according to results on the Canadian Tests of Basic Skills (C.T.B.S.) scores in language skills and teacher judgments (which take into account social maturity, "fit" within the group, physical development and other factors), Transfers from one group to the other can be made, not only at the end of a school year but, usually, at least three times during a school year, after each major term.

Instant flexibility in grouping is truly a priceless advantage, but the reduction in the range of ability in language skills within each group is the grand prize. Even in our first year of the programme, the range of ability in language skills has dropped from an average of 4.5 years in each of the previous multi-level classes to an average of 2.5 years in each of the new groups.

Our first concern when we began to use vertical grouping was the differences in age and maturity among pupils with a four-year difference in their ages. But we were only reminded, once again, how very adaptable children are. Both younger children in the enriched group and older children in the regular group have made excellent progress. Age is a poor criterion for grouping. And since pupils can be transferred from one group to another many times during the year, we have experienced none of the difficulties usually associated with homogeneous grouping or streaming. Once again, pupils with special learning difficulties are given individual or special group help according to instructions from the Regional consultants.

SECONDARY SCHOOL

What we are doing at Grosse Ile High School is restructuring the school in order to broaden the programme, and using vertical grouping, except in those subjects where intellectual maturity and previous academic experience are essential to an understanding of the concepts to be learned.

The secondary school is divided into two courses : a two-year **Junior high school** course, and a three-year **Senior high school** course. (**The details of each course are attached**). The principles underlying the course of study are the same for both levels. With such small numbers (about 25 to 35 pupils in the secondary school), the school has to solve the age-old puzzle facing all small schools : How to provide a rich curriculum - one that will give those wanting to go on to college and university a competitive edge in their struggle for success - while, at the same time, ensuring that every pupil in the school can qualify for a high school diploma, at least, if they have the will to do so.

THE SECONDARY SCHOOL COURSE OF STUDIES

Modifying the provincial programme of studies in order to meet these two basic requirements, while ensuring that the overall objectives of the provincial programme are attained, was our primary task. On the other hand, satisfying the requirements of the teachers contract is a far more tiresome and difficult task for a small school. Teacher contracts are negotiated with the majority of teachers in mind, and these are to be found in large schools.

There is little consideration for the flexibility needed in small schools, and contracts never seem to trade off the benefits of a small school for the liabilities of a large school. (Small class size is a feature of small schools, hall and lunchroom supervision a tedious liability for teachers in large schools). One contract is drawn up for all, and only those factors pertaining to large schools are considered. Increasing the number of periods in a 6-day cycle from 38 to 42 provided some needed flexibility. These "extra" periods are assigned to English and mathematics, where we felt our pupils needed the additonal time. The course of study in each of the programme, though adhering to the provincial programme of studies, is modelled on Adler's **PAIDEIA PROPOSAL**. Our course of study is compulsory for everyone, there are no option; each year includes studies in English, French, mathematics, history or geography and a science.

ENGLISH

In both the Junior and Senior high school the time allotted to English has been increased (by 2/3 in the Junior high and 1/2 in the Senior high). Part of this increase is the result of including Moral and Religious education in the English course, where it properly belongs. Once again, there is the division into **Regular** and **Enriched** groups, especially in the Junior high school course. Pupils can be moved from one group to the other many times during the year.

The difference between this arrangement and other methods of grouping is the emphasis on the continuity of the course. The Junior high school course is a two-year programme; the novels, plays, essays and poetry selections are programmed for a two-year cycle for each group. In the Senior high school, they are programmed over a three year cycle. Each year a Senior high school pupil is preparing for matriculation level. Some pupils do, in fact, write the secondary 6 level paper one year earlier than they would normally and, in their final year, they study, often independently, an enriched course in North American literature.

Grammar and composition are now an important part of the English course at all levels.

FRENCH

The arrangement of the French course is in all respects the same as the English course, but the time allotted has not been increased. French is taught once daily to **Regular** and **Enriched** groups, if our numbers of pupils permit, especially in the Junior high school.

Pupils may complete the three year programme in Senior high school in two years. In their third year they study an advanced course stressing literature and translation.

MATHEMATICS

Mathematics is considered to be the most troublesome subjects in school; however, the small school has an extraordinary difficulty with multi-level classes. With two or more levels in the room, each group receives only a fraction of the instruction they would get in an ordinary class.

Our solution is to teach each level separately and, at the Junior high school, to increase the time by half. In the Senior high school, pupils are divided after the first year into those who are likely to complete the functions course and those who will require the remaining two years to complete the course in algebra and geometry. We hope that, for all graduates, this will be the minimum level.

THE SOCIAL STUDIES

In the 5 years high school course, each pupil will have an opportunity to study seven courses in the Social Studies: three in history, three in geography and one in economics. Only one of these, the geography of Quebec and Canada, is graded, but this is only to satisfy the province's compulsory requirement.

THE SCIENCES

Eight sciences are required to complete the restructured course. Here we feel that there has to be a sequence based on the pupil's maturing ability to deal with the abstractions of science as well as an apportunity for them to become familiar with all four of the sciences usually presented at the secondary level : Earth science, biology, chemistry and physics. We also feel that a solid foundation acquired in the Junior high school will allow us to present the more highly conceptual courses developed over the past twenty years in the Senior high school, and to prepare all our graduates-girls as well as boys-to compete in an increasingly scientific and technological world.

A course in biology, stressing an ecological approach, as required in the province, and a course in Earth science are presented in alternance years in the Junior high school. In each of the three years of the Senior high school there is one science specific to their age and maturity: BSCS Biology, using the ecological approach in the first year, Chemistry I and Chemistry II in the subsequent years.

The second science course in each of the three years of the programme is intended for all pupils, regardless of age or experience, so these courses, have to be broadening, but not as highly conceptual, especially in mathematics, as the chemistry courses, for example. Each year of the three-year course, there is a rotation among another Earth Science (emphasizing geology), and two physics courses. The level of sophistication of the courses can be adjusted to the general ability of the pupils in the group.

With a strong group, the Harvard Project Physics is a suitable programme, even for the two-year sequence, because it lends itself to a "Humanist" treatment of physics. It stresses the history and development of natural philosophy rather than mathematics and problem solving. For weaker or very immature pupils, the Physics I and Physics II courses recently approved by the province are ideal. Very little mathematics is required, and the topics are well-presented. Unfortunately, the content is prosaic and the stronger pupils may be disappointed, but this is the sort of small sacrifice that has to be made in a small school often enough.

1) IDENTIFICATION

TITLE : A Thematic Approach to Multi-level Teaching : 1988 Developments.

- **School Board** : Commission scolaire du Littoral
- **Contact Person** : Christopher Scott
- **Telephone** : (418) 962-5558
- **Cycle / Levels Involved** : Ist & 2nd Elementary

2) OBJECTIVES (of the material)

1) To provide teachers at both first and second cycle elementary with a process to plan integrated thematic units of work.

2) To provide teachers with grids of M.E.Q. program objectives in many subject areas to make the consultation and keeping track of objectives easier.

3) To provide teachers with a lesson plan format to plan for the teaching and learning situation as well as the evaluation.

4) To provide teachers with completed units of work to implement in their multiprogram classrooms.

3) FOCUS OF THE ACTIVITY, PROJECT OR MATERIAL

- Teaching Approach [x]
- Classroom Organisation [ ]
- Content Organisation [ ]
  - Program(s) involved

- Planning for Teaching / Learning [x]
- Planning for Evaluation [ ]

4) DESCRIPTION

At Tadoussac, our school board presented a planning process that involved developing thematic units addressing program objectives in many subjects. To lend credibility to this approach, a unit entitled "Spring Alive in Kegashka" was developed and taught in a first cycle classroom.

Since Tadoussac, the project has grown and the following developments have taken place :

1) Grids for the objectives of second cycle programs have been completed.

2) The process has been applied to a team teaching situation. Two teachers developed a thematic unit entitled "Guests and Strangers-Whobody There" wich was implemented in their combined grade 1 to secondary 1 classroom.

3) Two new thematic units were developed for first cycle elementary. They are entitled "Children and Work" and "The Family".

4) A regional studies unit on the Lower North Shore is now being developed by second cycle teachers during workshops.

1) IDENTIFICATION

TITLE : Mathematics

- **School Board** : Protestant Regional School Board of Châteauguay Valley
- **Contact Person** : Ian Rennie
- **Telephone** : (514) 829-2641
- **Cycle / Levels Involved** : Cycle I - Levels 2 & 3

2) OBJECTIVES (of the material)

Mathematics Curriculum Levels 2 & 3 using "Défi mathématique" (Mathematics is taught totally in French).

3) FOCUS OF THE ACTIVITY, PROJECT OR MATERIAL

- Teaching Approach [x]
- Classroom Organisation [x]
- Content Organisation [x]
  - Program(s) involved
    - Mathematics Levels 2 & 3
- Planning for Teaching / Learning [x]
- Planning for Evaluation [x]

4) DESCRIPTION

Under investigation for next year will be ways in which the component parts of "Défi math" : level 3 end "Défi math" level 2 can be organized to be used in a 2/3 combined class. This will be at the developmental stage in 1988-1989 and in testing stage in 1989-1990.

1) IDENTIFICATION

TITLE

- **School Board** : Western Québec Regional
- **Contact Person** : Diane Fyfe, Co-ordinator of Special Education
- **Telephone** : (819) 684-2336
- **Cycle / Levels Involved** : Elementary

2) OBJECTIVES (of the material)

Coping with the Integrated Special Education Student in the rural school.

3) FOCUS OF THE ACTIVITY, PROJECT OR MATERIAL

- Teaching Approach [x]
- Classroom Organisation [x]
- Content Organisation [x]
  - Program(s) involved
    - Social Studies, Language Arts, Science
- Planning for Teaching / Learning [x]
- Planning for Evaluation [x]

4) DESCRIPTION

- Co-Operative Learning Sample Units
  - Activity 1
    - Subject : Solar System

- Main Objectives

  - To have the children :

    1) Work in a group situation.

    2) Decide for themselves the particular jobs they would assign other.

    3) Realize that they would have a responsability in teaching the rest of the class their topic a test at the end of the unit on :

       a) Inner planets.
       b) Outer planets.
       c) Other members of the solar system.

- Grade levels

  - Grade levels : grade 4 - 6.
  - Total : 11 children.

- How many identified learning disabled students in the class

  - 3 children.

- Group structure

  - Heterogeneous groups.
  - 3 - 4 children per group.
  - "Jigsaw 2" model.

- Group topic(s)

  - Group a : inner planets.
  - Group b : outer planets.
  - Group c : other members of the solar system.

- Time frame

  - Science class, 2 periods per week of 50 mins each, total of 5 periods plus 1 period for the test.

- Student's responsabilities

  - 1st person : Expert (taught the lesson).

- 2nd person : Secretary (responsible for writing a stencil to be hended to the class on their topic (approximately 1 page) plus a question stencil-worksheet).

- 3rd person : Artist (responsable for supplying the group with a model or chart or picture to be used in the presentation).

- 4th person : Floater (helped the people in the group when they needed it).

- Teacher's role

  - Supplying the children with a chapter from the Silver Burdett Science program.

  - Explaining the required learning outcome.

  - Explaining that each person was to have a job which was decided on by the group.

  - Observing the children in the group and helping when they requested it.

- Co-Operative Learning Sample Unit

  - Activity 2

    - Subject : Language Arts

      - Main Objectives

        1) To recognize terms and be able to use contractions, synonyms, antonyms, a thesaurus, and a dictionary.

        2) To study and prepare lesson as a group.

        3) To develop research skills.

      - Grade level

        - 6

      - Number of students

        - 27

- Identified learning disabled students
  - 7.
    - These seven are functioning at approximately level 4 - 5.
- Group structure
  - Students were placed in heterogeneous groups of 5 or 6 students.
- Topic
  - Each group was assigned one area, ie, synonyms.
- Time frame
  - This involved two sessions.
  - One period to prepare lesson.
  - One period to present to the rest of the class.

    A quiz followed these presentations (a few days later).
- Student's Responsabilities
  - To choose a recording secretary.
  - To define topic.
  - To plan a method of presenting to class.
  - To research necessary information.
- Teacher's Role
  - To provide resource material, i.e., Grammar books (well dusted!!).
  - To explain objectives.

- Co-Operative Learning Sample Unit
  - Activity 3
    - Subject
      - Language Arts / Social Studies.

- Grade Level
  - 6.
- Students
  - 27.
- Identified learning disabled students
  - 7.
    - These students are working below level 6 at approximately level 4 - 5.
- Main Objectives
  1) To write a brief account of historical buildings (sites) in town.
  2) To develop research skills.
  3) To improve organizational ability.
- Group structure
  - Heterogeneous groups of 3 or 4 students.
- Group Topics
  - We had toured our town, photographing a number of historical buildings and sites. Each group was responsible for compiling information on three or four places.
- Time frame
  - We spent 6 - 8 language arts periods on this activity.
- Student's Responsabilities
  - Initially students were involved in taking the pictures on our walk and recording enough information to identify each photo.
  - Back in the classroom the students prepared an outline of headings before choosing a picture.
  - The students prepared a written / visual account to present to the class.

- Teacher's Role

  - It was important to provide enough material for the students information and research.

  - Acted as facilitator for placing their pictures, write-up on map.

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